DOCUMENT RESUME

ED 066 362 SO 002 610

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TITLE Geography in the Secondary Grammar and Comprehensive Schools of England and Wales: A Brief Appraisal.
PUB DATE Aug 72
NOTE 45p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Comparative Education; *Geography; *Geography Instruction; Human Geography; Map Skills; Physical Geography; Secondary Grades; Social Sciences

ABSTRACT

This generalized appraisal is based on two studies, one of related literature and of General Certificate of Education examination regulations and papers on geography. The other, an investigation carried out in the schools in 1968, included sending a part one questionnaire to each geography department head and a part two questionnaire to each teacher devoting one-half or more of his teaching to the subject (Appendix A). This investigation shows, in terms of time allocation in curricula, teacher qualifications, facilities available, or any other major indicative factor, that the general position of geography in one kind of school does not differ greatly from that in another. (Appendix B). Four major characteristics of geography in English secondary grammar and comprehensive schools are: 1) geography is an important subject in the curricula; 2) geography teaching is a profession in which teachers are specialists; 3) the nature of secondary school geography is extremely complex and broadly conceived by many geography teachers as cutting across the physical and social sciences; and 4) geography is taught because ignorance of the world is considered inexcusable. The appraisal concludes that geography introduces students to a systematically organized picture of the world. (Author/SJM)

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# GEOGRAPHY IN THE SECONDARY GRAMMAR AND COMPREHENSIVE SCHOOLS OF ENGLAND AND WALES: A BRIEF APPRAISAL

presented to a meeting of the Commission for

Geography in Education

by

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SO 003 610

22nd International Geographical Congress
Canada
August 1972

Geography in the Secondary Grammar and Comprehensive Schools of England and Wales: A Brief Appraisal

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If only we could see what we think about,
we should think very differently about it.
G. B. SHAW

# I INTRODUCTION

In England and Wales,[1] at the present time, there are about 2,600 secondary grammar and comprehensive schools providing an education for 1,685,000 students between the ages of eleven (or, sometimes, thirteen) and nineteen years.[2] These schools cater for approximately one half of the English and Welsh secondary school population (of 3,400,000) and are served by almost 100,000 teachers:[3] that is, the average teacher/student ratio is 1: 17. School enrolments range from about 150 to 2,000 students; most being between three and eight hundred.[4]

The secondary grammar schools include many that stem from institutions founded in the nineteenth and earlier centuries. Although, perhaps, to some, these schools generally seem to represent an "elite" education, it can be argued that they provide opportunities for the more academically inclined youngster to have an education fairly suited to his individual abilities and aptitudes. The matter of separation in secondary or in other spheres of education is a vexed one and cannot be discussed here. But it should not, and probably will not, be entirely forgotten by Commission participants.

Despite such possible undertones of controversy, it is hoped that this appraisal (that, of necessity, is generalized) will prove suggestive to participants. It is partly based upon a study of related literature published during the past eighty years, and of General Certificate of Education (G. C. E.) geography examination regulations and papers, thought by many to have a marked influence upon the middle and upper grades of secondary schools (grades 10 to 13 or 14).[5] It is based, too, upon an

investigat on carried out in 1968 which included sending a (Part One) questionnaire to each head of geography department in the schools, and a (Part Two) questionnaire to each teacher devoting one half or more of his fulltime teaching to the subject (Appendix A).[6] This investigation shows that, in terms of time allocation in curricula, teacher qualifications, facilities available, or any other major indicative factor, the general position of geography in one kind of school does not differ greatly from that in another. This seems to be the case whether the schools are grouped according to such variables as administrative type,[7] sexes taught,[8] or regional location (Figure 1).[9]

## II FOUR MAJOR CHARACTERISTICS OF GEOGRAPHY IN ENGLISH SECONDARY GRAMMAR AND COMPREHENSIVE SCHOOLS

1. Geography is an important subject in the curricula such that, in total time allocation, it is surpassed only by mathematics, English and French. Two or three forty-minute periods are commonly allocated each week to geography in the lower grades (7 to 9), four periods in the middle grades (10 and 11), and seven or eight periods in the upper grades or sixth forms. The subject is compulsory in the lower grades, and a popular elective at all other levels.

It is estimated that, at the present time, geography is largely in the hands of about 5,900 teachers whose class loads are entirely, or mostly, devoted to the subject. These teachers comprise approximately 6.4 per cent of all fulltime appointees in the 2,600 schools,[10] and they serve within autonomous geography departments that usually have, depending upon school size, from two to five of their number. The work of the

Figure 1. Ten Major Regions of England and Wales

5,900 teachers is augmented by about 2,500 colleagues serving in other departments, who generally teach geography for no more than three periods each week, and by about six hundred part-time teachers.[11]

In conjunction with his fellow geography teachers, the department head has complete freedom to devise the school's geography syllabus and to select, within the limits of an adequate budget, all equipment, textbooks, maps and other materials employed in the department. Almost every school now has at least one laboratory or room specifically set aside for teaching geography. In large schools, three or four laboratories are common.

2. Geography teaching is a profession. It seems likely that most of the 5,900 teachers conceive their work to be a lifetime career, as it was for their predecessors who frequently spent thirty-five or forty years of service in only one or two grammar schools.[12] About three quarters of them hold British honours degrees in the discipline which, in many instances, required a research dissertation based upon fieldwork and defended before an examiner from another university.[13] With qualifications of this kind, the graduates are generally eligible to obtain a Ph. D. degree in geography solely by writing an acceptable thesis: that is, without having need to undertake further course work in their own or in other academic fields. Very few teachers, however, have obtained additional degrees.[14] A majority of the remaining quarter of the 5,900 teachers holds general degrees in which geography was a major examined field.

Generally, the geography teachers -- called "specialists" in the literature -- have studied the subject separately throughout six elementary school years and, at an overall average of four periods each week, throughout seven or eight secondary years. The standard that they would

have attained upon entering the university is, to some extent, implicitly indicated by noting that only a small proportion of the students passing G. C. E. Advanced Level examinations in geography (represented by the attached copies of London University Summer 1970 question papers: Appendix C) and in two other subjects would have met the requirements for entry into the initial programmes of academic geography departments. The teachers would then have studied only geography for at least two full years out of the three, four or five continuously spent in the universities.[15]

We are reminded of one of Katz' ten assumptions regarding the core of the British educational tradition; that:

> . . . the individual teacher is the most important factor in the educational process, and most of the successes of British education have been the result of inspired, individual effort.[16]

The remarkable development of secondary school geography in England and Wales from its Cinderella role of the 1890's owes more to the cumulative individual endeavours of the geography teachers themselves than to any other factor. Throughout this century, the teachers have been inspired or encouraged by British academic geographers who scarcely without exception have shown a concern for and an active interest in the school subject. Many teachers have worked co-operatively with their academic colleagues within influential professional organizations, especially the Geographical Association, to ensure that the subject would be justifiably recognized as a valuable educational medium.[17] In this regard, it is noted that the long-standing and widespread apathy toward geography, particularly prevalent in the older, independent grammar schools as recently as the late 1940's, is now dissipated.[18] The evolution of the subject to

its present important position in all schools can be seen in clearer perspective when it is realized that the national and local education authorities made no overt attempts to promote geographical education in secondary schools until the late 1950's.[19] By that time, the subject had almost achieved the position that it has now. The tremendous influence of the academic geographers' individual contributions in this matter may be indicated indirectly, but quickly, by the fact that, despite a relatively marked increase in their number since 1945, the total faculty of all ranks serving in English and Welsh university geography departments had attained no more than three hundred in 1966![20]

3. The nature of secondary school geography is extremely complex and, thereby, very difficult to define. Indeed, perhaps, to do justice to it, one should never make the attempt. Nevertheless, it can be said that the subject is broadly conceived by many teachers, geography educators and academic geographers alike to be one that, in Mackinder's words, can do much to "bridge the gap . . . between the natural sciences and the study of humanity"[21] or, somewhat similarly, that can be identified in Hartshornian terms of its being an integrating science cutting through the physical and the social sciences (Figure 2).[22]

Generally, it seems to be implicitly understood that there are many conceptual paths -- scientific, literary and aesthetic -- that the individual teacher may suitably follow in any lesson or grade level. Although, it is true, he may sometimes defer to G. C. E. regulations and papers in his work, especially in the middle and upper grades, these can be seen as very broad guidelines that allow a wide variety of conceptions to be held and expressed.[23]

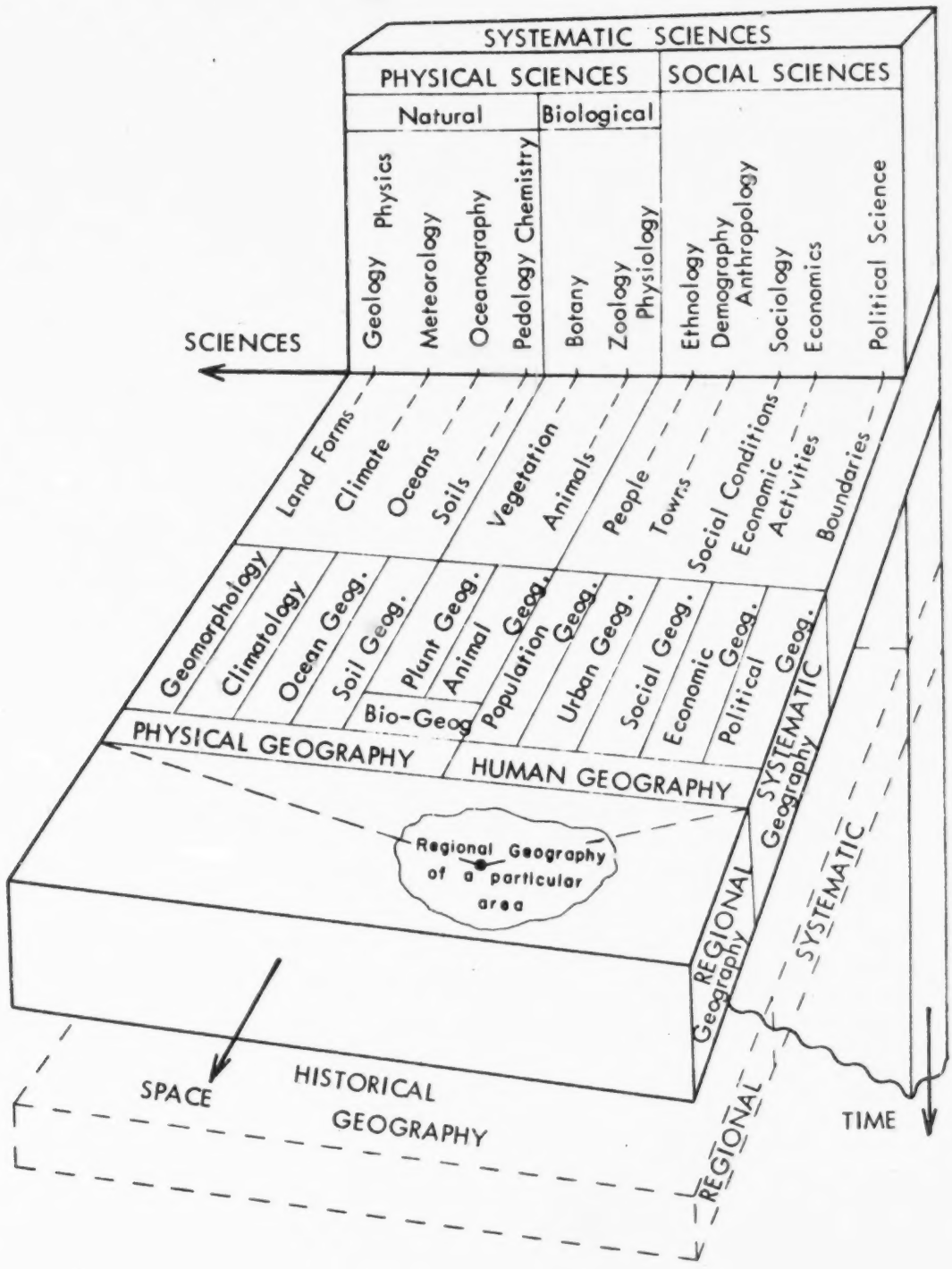


**Figure 2.** An Interpretation of Commonly Held Conceptions of the Nature of Geography in English Secondary Grammar and Comprehensive Schools (after Hartshorne)

For a moment, it is useful to recall that present-day geographical conceptions stem from Ancient Greek recordings and interpretations of a known world, or Oikoumene. On the one hand, for example, there are the principles that underlie Eratosthenes' measurement of the earth's circumference and, on the other, those underlying Ptolemy's writings. If it is possible to suggest where the core of English secondary school geography now lies, it seems to stand centrally between sophisticated legacies from these two extremes: that is, say, between "theories of spatial distribution" and sequential descriptions of an area's physical and human characteristics.[24] The core appears to be richly infused with nineteenth century German conceptions and, especially, with those developed by the Vidal de la Blache school.[25] Other ideas -- particularly regarding physical aspects -- have been drawn from British submissions and from W. M. Davis. Altogether, these core ideas explicitly or implicitly include the following (overlapping) facets:

(1) That, in Vidal's words, "geography is the science of places not [that] of men."[26]

(2) That, as Wooldridge once put it:

> One traverse in a Surrey Vale
> (or, if you prefer it, Yorkshire Dale)
> Will teach you more of Man,
> Of Man in his terrestrial home
> Than all the text-books can![27]

(3) That, where field-work is not practicable, the geographical study of places is made real by an interpretative use of photographic and other materials.

(4) That "the subject's essential tool is the map, an instrument unequalled by even the most graphic and erudite verbal description."[28]

(5) That geography involves a (mapped) recognition of areal inter-relationships between, and among, physical and human phenomena.

(6) That there is need to search for areal unity of a Ritterian Zusammenhang kind within an hierarchy that ranges from a small pays to a macro-region.

(7) That, what Wooldridge and East call "the 'eye for country', the natural geographic sense of the savage",[29] and, in the words of E. W. Gilbert, "something of the expressive and sensuous imagination of poets and painters",[30] cannot be omitted from the subject.

(8) That considerable importance is given to physical processes acting upon, or on, the earth's surface -- especially geomorphological and, to a lesser extent, climatological ones.

With these eight facets in mind, it can be surely said that interpretative areal references -- often in sketch-map form -- to such persons or items as the Marquis de Montcalm, school flagpole shadows, dolines, Van Gogh, apartheid, ancient tumulii, isobars, Christaller, raised beaches, D. H. Lawrence, Bangla Desh, invisible exports. Susquehanna floods, Peruvian pelicans and C. B. D.'s are all generally, in one situation or another, seen to be an integral part of school geography programmes. Although we recall that geography is taught in autonomous departments, it is separated from other subjects only for its own administrative convenience -- a mark of its widely acknowledged importance -- and not in any way because of its essential spirit and purposes.

The familiar and -- may one say, contentious -- separation of systematic geography from its regional counterpart, reminiscent of Varenius'

views,[31] is evident in many of the school departmental programmes.[32] In the lower grades, regional geography is dominant -- but, not exclusively so -- while, in the middle and upper grades, it is continued "in parallel" or "in series" with systematic aspects. This can be illustrated by reference to a frequently-seen programme outline which, it must be remembered, is highly generalized:

| | | |
|---|---|---|
| First Year (120 periods) | (Grade 7) | Local studies (30 periods), followed by sample areas in the United Kingdom (40 periods) and in foreign countries (50 periods). |
| Second Year (80 periods) | (Grade 8) | Regional geographies of South America (30), Africa (35) and Australasia (15). |
| Third Year (120 periods) | (Grade 9) | Regional geographies of Asia (65) and North America (55). |
| Fourth Year (160 periods) | (Grade 10) | Physical Geography (80).<br>Regional geography of [North West] Europe (80). |
| Fifth Year (160 periods) | (Grade 11) | Human Geography (80).<br>Regional geography of "the British Isles" (80). |
| Lower Sixth Form (280 or 320 periods) | (Grade 12) | Physical Geography (140 or 160).<br>Regional geography of the U. S. A. and Canada (140 or 160). |
| Upper Sixth Form (280 or 320 periods) | (Grade 13) | Human Geography (140 or 160).<br>Regional geography of Western Europe (140 or 160). |
| Scholarship Sixth Form | (Grade 14) | Seminars upon geographical topics. |

4. "Ignorance of the world is considered as inexcusable as is ignorance of the fine things of literature, history, science, or art."[33] Written forty years ago by George Miller, these words are still appropriate in summing up the reasons why geography is taught throughout English schools. The words may be transcribed, less eloquently, as follows: "geography is a worthwhile subject for its own sake" -- a view apparently held by a large majority of geography teachers, geography educators and academic geographers. This does not mean, however, that the subject's primary function is largely seen to be -- as the grammar schools themselves sometimes are -- a preparatory vehicle for university or college studies.[34]

Geography in the secondary grammar and comprehensive schools cannot be regarded essentially as a subject having functions normally ascribed to social studies' curricula which, perhaps, in some education systems of the world may have been designed for encouraging good national citizenship. The consensus of assertions in British literature, together with the views of many geography teachers and their academic colleagues, suggests that geography, in conjunction with all other school subjects, is in a position to make a valuable contribution toward the development of social responsibility upon an international scale.[35] Whether, in fact, geography can assist in accomplishing this creditable aim is not documented. As Long and Roberson have said:

> . . . knowledge of other ways of life, of conditions of living, and of world interdependence is a necessary basis for international understanding, and knowledge of their geographical setting an essential preliminary to the understanding of other countries' problems. More than this, for the moment, we cannot assume.[36]

But we can reasonably assume that it would be a rare geography teacher who could not make an intelligent remark about the position and importance of

Kalingrad, Kano, Kiruna, Kitimat, Kowloon or Kuala Lumpur, or who, much more importantly, had not encouraged his students to find out something about the "geographical settings" of such places which, for one reason or another, are likely to be mentioned in tomorrow's newspaper headlines.

## III IS ENGLISH SECONDARY SCHOOL GEOGRAPHY OUT-OF-DATE?

Of necessity, this appraisal must be drawn to a close. Several of the school subject's major characteristics have scarcely been touched upon. Yet, allowing for such deficiencies, and assuming that the foregoing comments are reasonably correct, one might ask: "Is the present nature and function of the subject out-of-date?" To this, a simple answer cannot readily be given. It seems, however, that the answer should refer to the individual student who, to this moment, appears to have been overlooked, and to his overall education: that is, an education that includes reference to feelings and attitudes, as well as to knowledge, understanding and skills. In these terms, the answer does not appear to lie within any consideration that mainly refers to the extent to which the school subject may have failed to reflect recent extensions in the frontiers of geographical research. It might, for instance, suitably take note of the implications of Preston James' words:

> If geography ceases to introduce students to a systematically organized picture of the world in which we live, some other subject-matter will be called upon to fill this need.[37]

From this viewpoint, and with regard to the carefully expressed views of many teachers, geography educators and academic geographers, much of the subject seems far from being out-of-date. It is true that a strong case can be argued for the school subject's core to be moved toward the

Eratosthenian extreme, whereby new conceptual models and quantitative techniques together can play a greater role than is generally evident at the present time. This point is especially applicable with regard to social, demographic and other human aspects of the subject. But, if the core is moved to the immediate neighbourhood of this extreme, there may be very little continued opportunity for an "organized picture of the world" to be presented or promoted in, and out of, the secondary school classrooms.

Whatever be the future of geography in English schools, it has the benefit of an ever-strengthening tradition of teachers, geography educators and academic geographers' working alongside one another as partners in, what Brouillette has called, the "ever absorbing task of awakening young minds to the realities of today and tomorrow."[38] That geography is now seen to be important at all stages of the educational process in England and in the whole of the United Kingdom is, perhaps, the geography-teaching profession's greatest achievement. It is, probably, too, a worthy example for the further attention of Commission participants who serve in countries where, in their opinion, the school subject is not so fortunately placed in school curricula.

FOOTNOTES

[1]Upon a macro-scale, education in the United Kingdom may be related to three administrative regions: England and Wales, Scotland, and Northern Ireland. (Today, the population of England and Wales is estimated to be 49,400,000: that is, about 87.4 per cent of the U. K. total of approximately 56,500,000.)

[2]The estimated total of 2,600 refers to: (1) all local authority maintained grammar and comprehensive schools; (2) all local authority aided grammar schools; (3) all direct-grant grammar schools; (4) all secondary "public" and other independent schools recognized by the Department of Education for England and Wales; and: (5) a randomly selected group of 150 independent secondary schools not recognized by the Department. See: Department of Education and Science, Statistics of Education: 1970: Schools (London: Her Majesty's Stationery Office, 1971), pp. 2-3.

[3]In January, 1970, there were 91,635 full-time appointees: the figure becomes 99,891 when allowance is made for part-time appointees: calculations based upon data in ibid., p. 3.

[4]See ibid., p. 8

[5]Entry into a secondary grammar or comprehensive school usually follows six years of elementary (or "primary") education. In these terms, the grade levels or "forms" of English schools may be correlated with Grades 7 to 13 or 14 of certain other systems. This has been done, for example, in: R. A. Anderson, "Mathematical Student Achievement of Third Form (Ninth Grade) Students in London and St. Paul--Minneapolis Areas", Dissertation Abstracts, Vol. 25 (1965), p. 5,008.

[6]A major assumption of the investigation was that a completed return of 838 (or, 32.8 per cent) of the Part One questionnaires from 2,554 schools, and of 1,448 (or, 25.5 per cent) of the Part Two questionnaires from an estimated total of 5,679 specialist geography teachers (devoting one half or more of their fulltime teaching to the subject) provided data that could allow a fairly accurate portrayal of geography in all English and Welsh secondary grammar and comprehensive schools to be recorded. See: John H. Wise, "The Nature and Development of Geography in the Secondary Grammar and Comprehensive Schools of England and Wales" (unpublished Ph. D. thesis, University of Iowa, 1969), pp. 457-882 and 1,009-1,098.

[7]The relative position of geography in independent and in very small schools (having less than 150 students) appears to be less strong. But there is little doubt that the subject's status in them has increased considerably during the past twenty-five years. See Footnote 18, infra.

[8]About 40.0 per cent of the 2,600 schools are coeducational. The remainder comprises approximately equal proportions of boys' and girls' schools.

[9]Attention is drawn to some of the findings of the investigation listed in Appendix B. (Associated investigations concerned academic geographers' and geography-educators' viewpoints; school schedules; and preferred textbooks.)

[10]See Footnote 3, supra.

[11]Most of the 600 serve half-time. They hold similar qualifications to the 5,900 teachers.

[12]Like their colleagues in other subject departments (such as history, mathematics, and chemistry), the teachers appear to be held in fairly high esteem by the society at large. A corollary to this point is that the idea of teachers' supplementing their income by evening or vacation employment is encouraged neither by commercial or governmental interests, nor by the teachers themselves -- unless the work be directly related to their chosen profession: for instance, in adult education or in authorship.

[13]Ten years' ago, ten out of fifteen English universities had already required a dissertation to be written in the final stage of a geography honours degree programme. See: C. Board, "Geography in the Older Universities" in Frontiers in Geographical Teaching, ed. Richard J. Chorley and Peter Haggett (London: Methuen, 1965), p. 301.

[14]It seems likely that, during the 1970's, this small proportion (of about 1.0 per cent) will markedly increase.

[15]Three quarters of the geography graduate teachers would also have successfully completed a year of graduate studies in education prior to their initial appointment. (Until the present time, no official or other regulation has required that a university graduate have the slightest qualification in "education" in order to become fully qualified to teach in any English or Welsh school.)

[16]Michael B. Katz, "From Bryce to Newsome: Assumptions of British Educational Reports: 1895-1963", International Review of Education, Vol. 11 (1965), p. 289.

[17]The work of the Geographical Association is seen, for instance, in: H. J. Fleure, "Sixty Years of Geography and Education", Geography, Vol. 38 (1953), pp. 231-264, and in reports published regularly in Geography, such as in Vol. 57 (1972), pp. 160-163. The Royal Geographical Society's and the Incorporated Association of Assistant Masters' Education Sections play lesser, but important, roles. See also: John Reynolds, "Schools Council Curriculum Project: Geography 14-18 Years", Geography, Vol. 56 (1971), pp. 32-34.

[18]Prior to the 1960's, one of the most well-known "public" schools provided geography only in the lower forms or grades. In the 1968-1969 year, however, the school had sixty sixth-form students preparing for the G. C. E. Advanced Level examinations in geography.

[19]The only official publications to be specifically directed toward school geography are: Ministry of Education, Geography and Education; Pamphlet No. 39 (London: Her Majesty's Stationery Office, 1960); and: Department of Education and Science, New Thinking in School Geography; Pamphlet No. 59 (London: Her Majesty's Stationery Office, 1972).

[20]In 1966, the 299 academic geographers comprised about 1.7 per cent of the English and Welsh universities' total faculty of 17,799. Comparable proportions for historians and geologists are 3.2 and 1.5 per cent, respectively. Calculations based on data in: Commonwealth Universities' Yearbook: 1966 (London: The Association of Commonwealth Universities, 1966), pp. 1,246-1,823; and in: Department of Education and Science, Statistics of Education: 1966: Universities (London: Her Majesty's Stationery Office, 1967), passim.

[21]See: Halford J. Mackinder, "On the Scope and Methods of Geography", Proceedings of the Royal Geographical Society, Vol. 9 (1887), p. 145.

[22]See: Richard Hartshorne, The Nature of Geography (Lancaster, Pa.: Association of American Geographers, 1939), p. 147.

[23]Most G. C. E. geography (and other subject) examiners are secondary school teachers. It is possible for a teacher to arrange with a G. C. E. board that his students be examined at the Ordinary Level in geography within a syllabus framework drawn up by himself.

[24]Sequential descriptions of an area's position, size, relief, climate, soils, agriculture, manufacturing, transport, etc. are prevalent in school textbooks published before 1955. See, for instance: Jasper H. Stembridge, The World (Oxford: Clarendon Press, 1947).

[25]With regard to the parent discipline, see: K. C. Edwards, "The Broadening Vista", Geography, Vol. 52 (1967), pp. 247-248.

[26]Paul Vidal de la Blache; quoted in S. W. Wooldridge and W. G. East, The Spirit and Purpose of Geography (3rd ed. revised: London: Hutchinson, 1966), p. 25; and in: Hartshorne, op. cit., p. 241 where, unlike the case in British literature, Vidal's words are quoted "in passing".

[27]S. W. Wooldridge, "The Status of Geography and the Role of Field Work", Geography, Vol. 40 (1955), p. 83. This parody of Wordsworth's words closed Wooldridge's Presidential Address to the Geographical Association.

[28]J. C. Parrack et al., The Teaching of Geography in Secondary Schools; A Report Prepared by the Geography Sub-committee of the Incorporated Association of Assistant Masters in Secondary Schools (5th ed. revised: Cambridge: Cambridge University Press, 1967), p. 17.

[29]Wooldridge and East, op. cit., p. 15.

[30]E. W. Gilbert, "The Idea of the Region", Geography, Vol. 45 (1960), p. 159.

[31]See: J. N. L. Baker, "The Geography of Bernhard Varenius", Transactions and Papers of the Institute of British Geographers, Pub. 21 (1955), pp. 51-60.

[32]See: Wise, op. cit., pp. 650-720.

[33]George J. Miller, "Geography in English and American Schools: Some Contrasts", The Journal of Geography, Vol. 31 (1932), p. 122.

[34]Very few teachers relate the function of geography in the lower grades to university preparation. Compare with the definitions given to grammar schools seen, for instance, in Secondary Education ("World Survey of Education", Vol. 3: New York: International Documents Service/UNESCO, 1961), p. 1,158; and in: Michael de L. Landon, "The Position of the 'Public Schools' in Postwar Britain", The Social Studies, Vol. 58 (1967), p. 188.

[35]Geography-education literature, published in the U. K. since 1919, has scarcely any reference to national traits. None is found after a nostalgic call in 1953 for the British Commonwealth to be stressed: see: O. J. R. Howarth, "The Commonwealth in the Geography Syllabus', Geography, Vol. 39 (1954), pp. 5-13. In no instance is the phrase "British education" to be seen in geography-education literature (and, possibly, in the literature of other subject fields and of "education" generally).

[36]M. Long and B. S. Roberson, Teaching Geography (London: Heinemann, 1966), p. 13. (Italics mine.)

[37]Preston E. James, "Introductory Geography: Topical or Regional", The Journal of Geography, Vol. 66 (1967), p. 53. (Italics mine.)

[38]Benoit Brouillette et al., UNESCO Source Book for Geography Teaching (London: Longmans/UNESCO, 1965), p. xv.

PART I


**Faculty of Education**
**THE UNIVERSITY OF IOWA**
**Iowa City, Iowa, 52240**


31st May 1968.

*To the Head of the Geography Department.*

*Dear Sir or Madam,*

*Your co-operation is invited in the completion of a questionnaire which is being sent to all grammar and comprehensive schools in England and Wales.*

*The questionnaire forms part of an enquiry guided by professors of geography and of education. It is specifically directed towards the conception of geography taught to the more academically inclined secondary school pupils, and towards the place that this geography may hold in relation to other subjects or disciplines.*

*Geography teachers in the United Kingdom are more conversant with the nature, techniques and content of their subject than is generally the case in other English-speaking countries. It is for this reason, in this significant time of change in the secondary education of England and Wales, that the individual viewpoints of British teachers about the nature of geography in school have especial value for geography teachers in other countries.*

*We shall be very grateful if you would complete both parts of the enclosed questionnaire, and if you would hand the additional* Part Two *forms to your colleagues in the Department who devote more than half of their full-time teaching to geography. The questionnaire has been designed to encourage a saving of time in its completion. The stamped envelope can be sealed for the return of your colleagues' and your own completed questionnaires to our home base in the United Kingdom.*

*Although a report of the study will be made available, all information received will be treated as strictly confidential. In published or other form, the study will make no reference to any person or to any particular school.*

*It is intended that the study be presented to national conferences of geography-education in the U.S.A. and elsewhere. It is earnestly hoped, too, that the findings will do nothing but bring further credit to the British geography-teaching profession. The study may also lead to a greater understanding and appreciation of the profession's work in countries where geography in school is not so fortunately placed.*

*Yours sincerely,*

John H. Haefner

*Professor of Education,*
*The University of Iowa.*

John H. Wise

*Research Fellow, The University of Iowa.*

*Formerly Assistant Professor of Education, McGill University, Canada.*
*One-time Lecturer in Education (Geography), University of Queensland, Australia.*
*Head of the Geography Department, Southgate County Grammar School, London.*

**Part One Ref.** .....

## THE NATURE OF GEOGRAPHY IN THE SECONDARY-GRAMMAR, COMPREHENSIVE AND INDEPENDENT-GRAMMAR SCHOOLS OF ENGLAND AND WALES

### PART ONE

*To be completed by Heads of Geography Department or by masters/mistresses in charge of geography.*

*Please number or tick (✓) where appropriate, and write* **briefly** *in all requested positions.*

1. **School**

(*a*) (i) County Grammar .....
(ii) County Comprehensive .....
(iii) County Multilateral .....
(iv) Direct Grant Grammar .....
(v) Independent Grammar .....
(vi) County Bilateral:
Grammar/Technical .....
Grammar/Modern .....
(vii) Other ..... .....

(*b*) (i) Boys .....
(ii) Girls .....
(iii) Mixed .....

(*c*) Approximate number of pupils .....

2. **School Timetable**

(*a*) Approximate number of weeks in the 1967-68 school year .....

(*b*) Total number of periods in the school week .....

(*c*) Average length of a period ..... minutes.

3. **Departmental Timetable**

(*a*) In which forms or " years " is geography a compulsory subject?

I ..... II ..... III ..... IV ..... V .....

(*b*) How many periods per week are allocated to geography in each form or " year "? (From Form III, where appropriate, indicate the number of periods allocated to concurrent subsidiary programmes, e.g. *Geomorphology* and *U.S.A.* in the Lower VI Form.)

I ..... III ..... IV ..... V .....
..... ..... ..... .....
II ..... ..... ..... .....

| Lower VI | Upper VI | Scholarship VI |
|---|---|---|
| ($VI_1$) ..... | ($VI_2$) ..... | ($VI_3$) ..... |
| ..... ..... | ..... ..... | ..... ..... |
| ..... ..... | ..... ..... | ..... ..... |

4. **Departmental Programme of Studies**

(*a*) With regard to each of the forms or " years " listed, tick one of the following frameworks of study where there is *particular* emphasis.

| | I | II | III | IV | V | $VI_1$ | $VI_2$ | $VI_3$ |
|---|---|---|---|---|---|---|---|---|
| (i) Regional Geography | | | | | | | | |
| (ii) Systematic Geography | | | | | | | | |
| (iii) Other ..... | | | | | | | | |

(*b*) ***Outline*** the programme of studies at present carried out in the school year. Note *major* differences, if any, in streams.

| | |
|---|---|
| I | |
| II | |
| III | |
| IV | |
| V | |
| Lower Sixth | |
| Upper Sixth | |
| Scholarship Sixth | |

(*c*) What are the *major* reasons for your particular programme of studies? For each of the form-groups listed, tick one or more of the following.

| | I, II III | IV, V | VI |
|---|---|---|---|
| (i) It is suited to the majority of the pupils: | | | |
| abilities | | | |
| interests | | | |
| personal needs | | | |
| (ii) It follows a sequence: | | | |
| most favourable to developing geographical understanding | | | |
| generally evident in the preferred school textbooks | | | |
| involving increasingly difficult concepts | | | |
| (iii) It is influenced by the: | | | |
| geographical importance of certain regions and/or topics | | | |
| G.C.E. and/or other external examination questions | | | |
| availability of materials | | | |
| departmental timetable | | | |
| (iv) A close inter-relationship of ..... above | | | |
| (v) Other(s) ..... | | | |
| ..... | | | |

(*d*) Is the programme of studies to be changed *greatly* for the 1968-69 school year? .....

5. **Selected Approaches**

**With regard to each of the forms or "years" listed, tick one or more of the following where there is *particular emphasis* in the department's work.**

| | I | II | III | IV | V | $VI_1$ | $VI_2$ | $VI_3$ |
|---|---|---|---|---|---|---|---|---|
| (i) Field work | | | | | | | | |
| (ii) Photograph interpretation | | | | | | | | |
| (iii) Map interpretation | | | | | | | | |
| (iv) Sample studies | | | | | | | | |
| (v) Problem solving | | | | | | | | |
| (vi) Library research | | | | | | | | |

6. **Facilities, Materials and Aids**

(*a*) How many rooms does the department have for its especial use?

..... room(s).

(*b*) Which of the following materials or aids:

(I) do you or your department *emphasize* at present in your teaching or in the pupils' use?

(II) would you wish to emphasize—budget and other factors permitting?

| | (I) | (II) |
|---|---|---|
| (i) Pupils' field work records | | |
| (ii) Pupils' personal visual material | | |
| (iii) Teachers' personal visual material | | |
| (iv) Specimens | | |
| (v) Stream or soil table(s) | | |
| (vi) School weather-records | | |
| (vii) Plane-tabling equipment | | |
| (viii) Colour films | | |
| (ix) Black and white films | | |
| (x) Colour filmstrips | | |
| (xi) Colour slides | | |
| (xii) Black and white filmstrips or slides | | |
| (xiii) Single air-photographs | | |
| (xiv) Stereoscopes | | |
| (xv) Overhead transparencies | | |
| (xvi) Pupil-made models | | |
| (xvii) Large-scale Ordnance Survey maps | | |
| (xviii) Large-scale foreign maps | | |
| (xix) Small-scale Ordnance Survey maps | | |
| (xx) Land-use maps | | |
| (xxi) Geological maps | | |
| (xxii) Weather maps | | |
| (xxiii) Wall maps | | |
| (xxiv) Atlases | | |
| (xxv) Globe(s) | | |
| (xxvi) Television (geography) broadcasts | | |
| (xxvii) Radio (geography) broadcasts | | |
| (xxviii) Tape recorder(s) | | |
| (xxix) Current newspapers | | |
| (xxx) Literary extracts | | |
| (xxxi) Supplementary textbooks | | |
| (xxxii) Gazeteers or directories | | |
| (xxxiii) Statistics | | |
| (xxxiv) Sketch maps | | |
| (xxxv) Diagrams | | |
| (xxxvi) Coloured chalk | | |

(*c*) Does the department share any *major* facilities or activities with another? If so, name the department(s) .....
..... , and if so desired, comment *briefly*.

.....

.....

7. **External Examinations**

(*a*) To which G.C.E. Board is the school linked? .....

(*b*) Have this Board's examinations been used in your department during the past five years? .....

(*c*) What are the *approximate* numbers of pupils sitting for the G.C.E. in geography this summer?

"O" Level ..... "A" Level ..... "S" Level .....

(*d*) What are the two most common other subjects chosen by "A" Level geography candidates for this summer? .....

.....

(*e*) On the basis of importance, in what proportions (as a percentage) would *you* allocate the following abilities at the G.C.E. "O" and "A" levels in geography?

| | "O" | "A" |
|---|---|---|
| (i) Factual knowledge | | |
| (ii) Interpretative skills | | |
| (iii) Understanding of geographical concepts | | |
| (iv) Other(s) ..... | | |
| ..... | | |
| | 100% | 100% |

(*f*) Is the school linked with other Examination Boards?

(i) C.S.E. Regional Board .....

(ii) Other(s) .....

.....

8. **Number of Colleagues in Department**

(i) Full-time teaching:

More than half devoted to geography .....

Less than half devoted to geography .....

(ii) Part-time teaching in the school .....

Unless you wish to remain anonymous, please enter your name and school.

*Name* ..... *School* .....

.....

Please also complete **Part Two**, and hand the additional **Part Two** forms to those colleagues who devote more than half of their full-time teaching to geography.

PART II


**Faculty of Education**
**THE UNIVERSITY OF IOWA**
**Iowa City, Iowa, 52240**


31*st May* 1968.

*To Assistant Masters and Mistresses of Geography.*

*Dear Sir or Madam,*

*Your co-operation is invited in the completion of the following questionnaire which is being sent, through Heads of Geography Departments, to all specialist teachers of geography in the grammar and comprehensive schools of England and Wales.*

*The questionnaire forms part of an enquiry guided by professors of geography and of education. It is specifically directed towards the conception of geography taught to the more academically inclined secondary school pupils, and towards the place that this geography may hold in relation to other subjects or disciplines.*

*Geography teachers in the United Kingdom are more conversant with the nature, techniques and content of their subject than is generally the case in other English-speaking countries. It is for this reason, in this significant time of change in the secondary education of England and Wales, that the individual viewpoints of British teachers about the nature of geography in school have especial value for geography teachers in other countries.*

*We shall be very grateful if you would complete the questionnaire and return it for posting to your Head of the Geography Department. At your choice, it may also be posted directly to our home base in the United Kingdom (14 Frederick Crescent, Dunfermline, Fife).*

*Although a report of the study will be made available, all information received will be treated as strictly confidential. In published or other form, the study will make no reference to any person or to any particular school.*

*It is intended that the study be presented to national conferences of geography-education in the U.S.A. and elsewhere. It is earnestly hoped, too, that the findings will do nothing but bring further credit to the British geography-teaching profession. The study may also lead to a greater understanding and appreciation of the profession's work in countries where geography in school is not so fortunately placed.*

*Yours sincerely,*

John H. Haefner — John H. Wise


*Professor of Education,*
*The University of Iowa.*

*Research Fellow, The University of Iowa.*

*Formerly Assistant Professor of Education, McGill University, Canada.*
*One-time Lecturer in Education (Geography). University of Queensland, Australia.*
*Head of the Geography Department, Southgate County Grammar School, London.*

Part Two Ref. .....

## THE NATURE OF GEOGRAPHY IN THE SECONDARY-GRAMMAR, COMPREHENSIVE AND INDEPENDENT-GRAMMAR SCHOOLS OF ENGLAND AND WALES

### PART TWO

*To be completed by Heads of Geography Department, and by all masters and mistresses who devote more than half of their full-time teaching to geography.*

*Please number or tick (✓) where appropriate.*

1. **Present Appointment**
   (*a*) Are you the Head of the Geography Department or in charge of geography? .....
   (*b*) *Approximately*, what percentage of your teaching time is devoted to geography? .....
   (*c*) At present, to which forms or " years " do you teach geography?
   I ..... II ..... III ..... IV ..... V .....
   Lower Sixth ($VI_1$) .... Upper Sixth ($VI_2$) .... Schol. Sixth ($VI_3$) ....
   (*d*) At present, what other subjects, if any, do you teach?
   .....

2. **Length of Teaching Experience**
   (i) In geography ..... year(s).
   (ii) (If different from above) ..... years.
   (iii) In present appointment ..... year(s).

3. **Qualifications**

| (*a*) Degree(s) held: | *Degree* | *University* | *Date* |
|---|---|---|---|
| (i) Pass or General with geography | ..... | ..... | ..... |
| (ii) Honours in geography | ..... | ..... | ..... |
| (iii) Further degree(s) in geography | ..... | ..... | ..... |
| (iv) Other(s) | ..... | ..... | ..... |

| (*b*) Diploma(s) and/or Certificate(s) held: | | *University or College* | *Date* |
|---|---|---|---|
| (i) In education | ..... | ..... | ..... |
| (ii) In geography | ..... | ..... | ..... |
| (iii) Other(s) | ..... | ..... | ..... |
| | ..... | ..... | ..... |

4. **University Studies**

(*a*) Tick one or more of the following aspects of geography *emphasized* in your university studies:

(i) History of Geography .....

(ii) Philosophy and Methodology of Geography .....

(iii) Techniques of Geography (generally) .....

Photograph interpretation .....

Mapping .....

Quantitative measurement .....

(iv) Systematic Geography (generally) .....

| | | | |
|---|---|---|---|
| Historical Geog. | ..... | Geomorphology | ..... |
| Biogeography | ..... | Climatology | ..... |
| Economic Geog. | ..... | Political Geog. | ..... |
| Social Geog. | ..... | Urban Geog. | ..... |
| Population Geog. | ..... | Other(s) ..... | |
| ..... | | ..... | |

(v) Regional Geography (generally) .....

| | | | |
|---|---|---|---|
| British Isles | ..... | Western Europe | ..... |
| U.S.S.R. | ..... | Eastern Europe | ..... |
| U.S.A. and Canada | ..... | " Latin " America | ..... |
| India | ..... | China | ..... |
| South West Asia | ..... | South East Asia | ..... |
| Africa | ..... | Australasia | ..... |

British Commonwealth .....

Other regional framework(s) .....

..... .....

(vi) Other(s) .....

.....

(*b*) Tick one of the following to indicate the proportion of your *education* studies devoted to the principles and practice of secondary-school geography teaching:

$\frac{3}{4}$ or more ..... $\frac{1}{4}$ to $\frac{3}{4}$ ..... less than $\frac{1}{4}$ .....

(*c*) Estimate *approximately* in what proportions (as a percentage) your university studies were devoted to the following:

(i) Geography .....

(ii) Geology .....

(iii) History:

British .....

European .....

Other .....

(iv) Education .....

(v) Other disciplines in the:

Pure Sciences .....

Applied Sciences .....

Social Sciences .....

Humanities .....

100%

**5. Experience beyond England and Wales**

Tick or number to indicate your field work, visiting or residence experience in the following:

| | Field work | Visit | Residence |
|---|---|---|---|
| (i) Scotland and/or Ireland | | | |
| (ii) Other Western Europe | | | |
| (iii) Eastern Europe and/or U.S.S.R. | | | |
| (iv) North America | | | |
| (v) South America | | | |
| (vi) Africa | | | |
| (vii) Asia | | | |
| (viii) Australasia | | | |

6. **Approach to Teaching**

(*a*) For each of the three form-groups listed, tick one or more of the following where there is *emphasis* in your teaching.

| | I, II, III | IV, V | VI |
|---|---|---|---|
| (i) Patterns and inter-relationships of physical and/or human phenomena in terms of area | | | |
| (ii) The unique " personality " of places | | | |
| (iii) The earth as the home of Man | | | |
| (iv) Man's cultures in a regional setting | | | |
| (v) An accurate visual image of the world | | | |
| (vi) Description and analysis of regional differences | | | |
| (vii) Man's influence upon the physical environment | | | |
| (viii) An aesthetic appreciation of landscapes | | | |
| (ix) The location of places | | | |
| (x) Influences of the physical environment upon Man | | | |
| (xi) Theories of spatial distribution | | | |
| (xii) A background to current events | | | |
| (xiii) How people live | | | |
| (xiv) Analysis and interpretation of the earth's surface | | | |
| (xv) World distributions of physical and human phenomena | | | |
| (xvi) A descriptive sequence of the physical and human characteristics of an area or region | | | |
| (xvii) The nature and process of phenomena on, or acting upon, the earth's surface | | | |
| (xviii) Certain factual knowledge presented on a national basis | | | |
| (xix) Other ..... | | | |

(*b*) What *major* reason(s) do you have for your emphasis or emphases? Tick one or more of the following:

(i) Adaptation to the pupils': abilities .....
interests .....
personal needs .....

(ii) Your own geographical point of view .....

(iii) The nature of school textbooks .....

(iv) The influence of the G.C.E. or other external exams. .....

(v) The availability of materials or aids .....

(vi) A close inter-relationship of ..... above .....

(vii) Other(s) ..... .....

..... .....

**7. The Value or Function of Geography in School**

Which of the following most closely fits *your view* of the value or function of geography in school? Tick one or more with regard to each of the three form-groups listed.

| | I, II, III | IV, V | VI |
|---|---|---|---|
| (i) Linking work done in the sciences and the humanities | | | |
| (ii) Providing useful vocational skills | | | |
| (iii) Being a worthwhile subject for its own sake | | | |
| (iv) Being an intellectual discipline | | | |
| (v) Encouraging good national citizenship | | | |
| (vi) Enhancing the enjoyment of literature and/or travel | | | |
| (vii) Contributing towards an understanding of other school subjects | | | |
| (viii) Promoting judicious thought about political and social conditions in the world | | | |
| (ix) Fostering a sympathetic appreciation of others' difficulties and/or ways of life | | | |
| (x) Allowing a suitable preparation for university geography studies | | | |
| (xi) Other(s) ..... | | | |
| ..... | | | |

8. **The Relationship of Geography to other Subjects or Disciplines**

To which of the following categories is geography—as a subject in the primary school, in the secondary-grammar school generally, in the Sixth Form and in the university—most closely allied? Indicate your view by a tick in each of the four columns.

| | Prim. Sch. | Gram. Sch. | VI Form | Univ. |
|---|---|---|---|---|
| (i) Pure Sciences | | | | |
| (ii) Applied Sciences | | | | |
| (iii) Social Sciences | | | | |
| (iv) Humanities | | | | |
| (v) An integrating science cutting through the pure and social sciences | | | | |
| (vi) It cannot be categorised | | | | |
| (vii) Other..... | | | | |
| ..... | | | | |

9. **Comments**

If so desired, comment upon your approach to the teaching of geography, and upon your view of the value or function of geography in school.

Thank you very much for your co-operation in this **Nature of School Geography** study.

Unless you wish to remain anonymous, please enter your name and school.

*Name* ..... *School* .....

.....

Please hand this questionnaire for posting to your Head of the Geography Department or, at your choice, post to:

Mr. JOHN H. WISE,
Grammar School Geography Study,
14 Frederick Crescent,
Dunfermline, Fife.

# APPENDIX A

## AN INVESTIGATION IN 1968:

## QUESTIONNAIRES SENT TO SCHOOLS

Part One (White) sent to Heads of Geography Department.

Part Two (Green) sent to geography teachers.

# APPENDIX B

## AN INVESTIGATION IN 1968: SOME FINDINGS

In 1968, investigations were carried out for the purpose of recording and assessing broadly the nature and place of geography in English and Welsh secondary grammar and comprehensive schools. Basic questions in the investigations were concerned with availability of geography in curricula; professional attributes of teachers; school departmental programmes of study; and conceptions held by teachers.

In March, 1968, copies of two draft questionnaires were sent individually to a "jury" comprising ten British academic geographers and geography educators, and five geography department heads serving in different kinds of school. In early June, after slight modifications, printed questionnaires (Part One and Part Two) were sent to department heads in 2,554 schools in England and Wales. Through the co-operation of the heads, copies of the Part Two questionnaire were forwarded to teachers devoting at least one half of their class schedule time to geography. Between May, 1968 and January, 1969, other inquiries were carried out. These concerned academic geographers' and geography educators' viewpoints regarding the nature and function of school geography; department heads' viewpoints about school textbooks and atlases; and school heads' viewpoints with regard to geography's place in schedules.

A major assumption of the investigations was that a completed return of 838 (or, 32.8 per cent) of the Part One questionnaires from 2,554 schools, and of 1,448 (or, 25.5 per cent) of the Part Two questionnaires from an estimated total of 5,679 specialist geography teachers, provided data that could allow a fairly accurate portrayal of geography in all English and Welsh secondary grammar and comprehensive schools to be recorded.

Some of the findings of the investigations are as follows:

1. Almost all of the secondary grammar and comprehensive schools include geography within the schedule of each grade or form, such that an overall average of four forty-minute periods each week are allocated to the subject during the seven or eight years of instruction provided. Two or three periods each week are commonly allocated to geography in the lower grades (7 to 9); three or four in the middle grades (10 and 11); and six, seven or eight in the upper grades or sixth forms (grades 12 to 13 or 14).
2. In all kinds of school, the allocation of time to geography is similar to that given to history, and it is surpassed only by allocations awarded to mathematics, English (language and literature) and French. Co-educational schools tend to award slightly more time to the subject in all grades.
3. Geography is compulsory at least to the end of the third year (grade 9) in almost all schools. (Approximately one quarter of the schools makes the subject compulsory until the end of the fourth year, and about one sixth until the end of the fifth year.) Where geography is not compulsory below the sixth-form levels, history is in the forefront of possible curricular alternatives.
4. There are about 8,700 teachers in the secondary grammar and comprehensive schools who, to varying extents, are concerned with geography. Two thirds of this estimated number are specialist teachers: that is, full-time appointees devoting at least one half of their class loads to the subject.
5. About two fifths of the specialist teachers are department heads.
6. Two thirds of the independent schools -- many of which, however, are small -- do not have specialist assistant teachers.
7. Three quarters of the geography teachers hold honours degrees in the discipline and, in addition, one eighth holds general or pass degrees in which geography was one of three examined fields. One twelfth of the teachers are not university graduates.
8. Less than 1.0 per cent of the teachers hold qualifications in geography beyond the first degree level.
9. Proportionately, comprehensive schools and independent schools generally have fewer numbers of honours geography graduate teachers.

10. In general, the professional qualifications of department heads and of assistant geography teachers appear to be fairly similar. In comparison with the heads, however, relatively low proportions of assistant teachers in Welsh and Greater London schools hold honours geography degrees.
11. The average length of experience in teaching geography of all responding teachers is 7.1 years. (Averages of between 5.2 and 5.5 years are recorded for those serving in girls' schools, and in very small or very large schools generally.)
12. The averages of department heads' and assistant teachers' lengths of experience teaching geography are 9.2 and 4.4 years, respectively. About one fifth of the heads has taught the subject for more than twenty years, and three fifths for more than ten.
13. Independent schools have a relatively higher proportion of less experienced department heads. (About one quarter of the independent school department heads has taught geography for no more than six years while, comparably, only one fourteenth of the maintained grammar school department heads.)
14. The average of estimates made by geography graduate teachers regarding the proportion of their university studies devoted to the discipline is 70.8 per cent. About one twelfth of these teachers considers that all of the individual academic studies were so devoted.
15. Four fifths of the geography graduate teachers consider that geomorphology was emphasized in their university studies.
16. A proportion of between about one half and two thirds of the geography graduate teachers considers that each of the following, in decreasing rank order, was emphasized in university studies: (1) economic geography; (2) mapping; (3) the British Isles, regionally; (4) Western Europe, regionally; (5) climatology; (6) historical geography; and: (7) the U. S. A. and Canada, regionally. None of the other nineteen aspects of geography listed in the [Part Two] questionnaire [Question No. 4] is considered to have been emphasized by more than about one third of the teachers. Out of 1,279 teachers holding geography degrees, only seventeen (or 1.3 per cent) indicate that the British Commonwealth, regionally, was emphasized in their studies.

17. Aspects of human geography, such as systematic urban and population studies, have not evidently been generally emphasized in geography teachers' degree courses. However, a recent trend toward this end is apparent.

18. Geology and history are the two most commonly studied other fields in the degree courses of geography teachers. Averages of the graduates' proportional estimates for these two fields in their degree studies are 9.2 and 6.8 per cent, respectively.

19. Four fifths of the geography teachers hold Post-graduate Certificates of Education. Among the independent school teachers, a much lower proportion (of about 55.0 per cent) holds this qualification.

20. Only one eighth of the teachers has at no time left the British Isles. Three quarters of the teachers have visited west European countries upon at least one occasion, and nearly one half has carried out fieldwork in one or more of these countries. South America is the least directly known of the inhabited continents.

21. Irrespective of departmental responsibilities, most teachers individually teach geography at all three major levels of instruction -- the lower, middle and upper grades.

22. The average of estimates made by responding teachers with regard to the proportion of their class loads devoted to geography is 89.5 per cent.

23. Three fifths of the teachers do not teach any other subject. (One additional subject is taught by about one third, and two additional subjects by less than one tenth. Proportionately, fewer girls' school teachers teach either one or two additional subjects which, more commonly, are physical education, geology, economics and sixth-form "general studies".)

24. Within most departmental programmes of study, regional geography tends to receive greater attention than its systematic counterpart, especially in the lower form or grade work. Two thirds of the programmes wholly use regional frameworks in the lower grades.

25. The outline of a fairly characteristic departmental programme is given in the above text (page 10). Proportionately, independent schools have greater numbers of programmes differing from this norm.

26. Systematic studies are solely represented by the physical component -- mostly with regard to geomorphological and climatological matters -- at the fourth year and the lower sixth form (grade 10 to 12) levels of about two fifths and one half of the schools, respectively. Scarcely any school gives similar status to the human component at any level.

27. Four fifths of the department heads consider that recognition of "a sequence most favourable to developing geographical understanding" is a major reason for choice of programmes in the three lower grades. Only one seventh of the heads defers comparably to "a sequence generally evident in the preferred school textbooks" for these grades.

28. More than 85.0 per cent of the department heads considers that external examinations influence the choice of programmes for the middle and upper grade levels. For these levels of instruction, however, "textbook sequence" draws comparable response from less that one tenth of the heads.

29. Within the departmental study framework of most schools, the programmes of study for the middle and upper grades appear to be homogeneous units.

30. Except in the cases of the three G. C. E. examination boards associated with Oxford and Cambridge Universities, choice of external examinations is related to regional affiliation. (For example, over 90.0 per cent of the schools in the North Western Region [Figure 1] are linked with the Northern Universities' Joint Matriculation Board.) Most independent schools subscribe to the Oxford and Cambridge boards.

31. Most schools have between twenty and eighty geography candidates for the summer G. C. E. Ordinary Level examinations and, similarly, between one and twenty for the Advanced Level. (Two fifths of the schools have Special Paper or Supplementary Grading geography candidates, usually no more than four in each school.) Proportionately, comprehensive and independent schools have fewer geography candidates at either major examination level.

32. At an Ordinary Level, the averages of department heads' estimates of expected abilities, made proportionally according to relative importance, are 51.4 per cent for "factual knowledge" and about 19.0 per cent each for "interpretative skills" and "understanding of geographical

concepts." At an Advanced Level, the heads' estimates generally show a more balanced importance given to recollective, understanding and interpretative abilities.

33. At an Advanced Level, history and English literature are the most common other subjects chosen for examination by geography candidates. In comparison, the individual natural and biological sciences appear to be avoided.

34. Characteristically, map interpretation is markedly stressed at each form or grade level, except in the second year (grade 8); while an extensive use of "sample studies" is largely confined to the three lower grades. Fieldwork, library research per se and photograph interpretation tend to be more widely emphasized within sixth forms and, in the case of photograph interpretation, within the middle grades. Generally, "problem solving" tends to receive little emphasis, especially below the sixth forms. There appears to be a general tendency for fieldwork, "sample studies" and photograph interpretation to receive lesser attention in independent and direct-grant schools.

35. In more than four fifths of the geography departments, sketch-maps, large-scale British Ordnance Survey maps, diagrams, atlases and coloured chalk are generally emphasized in teaching or in student use. Small-scale Ordnance Survey maps, and colour filmstrips and slides are evidently emphasized in about three quarters of the departments; while the geography teachers' own personally collected visual aids are emphasized in two thirds. Globes, black-and-white filmstrips or slides, wall maps, specimens, supplementary textbooks, and school weather-records are each apparently emphasized in a proportion of departments that ranges from one half to two thirds. Among thirty-six items listed in the [Part One] questionnaire [Question No. 6], stereoscopes and stream tables are the least emphasized materials or aids.

36. Where a G. C. E. examining board draws attention in its regulations to a generally emphasized material or aid, it seems likely that the material is comparatively more widely evident among departments that subscribe to the board.

37. Proportions of department heads, ranging from one quarter to about two fifths of their number, evidently wish to emphasize the use of overhead transparencies, large-scale foreign maps, television geography broadcasts, student fieldwork and weather records, colour films, and stereoscopic aerial photographs -- "budget and other factors permitting". None of the other materials or aids listed in the questionnaire draws similar attention from one quarter or more of the department heads.

38. Qualities of geography textbooks apparently sought most by teachers include: a wealth of photographic and mapped illustration; accuracy and contemporaneity of factual material; and clarity and interest of style. One of the most popular series of books used in the lower and middle grades is Geography for Schools edited by R. C. Honeybone.[1] Among many volumes used widely in sixth forms, those devoted wholly to physical geography appear to meet with much greater overall approval than books devoted to either human or regional geography.[2]

39. Only forty-five (or 5.4 per cent) of the represented departments do not have a specially equipped geography room or laboratory. Two geography laboratories are found in about one third of the departments; and three, four or five in about one tenth. Generally, the number of such laboratories in each department is closely related to the school's total student enrolment.

40. In general, geography departments are homogeneous units having very little or no overt connection with other organizational facets of the education provided. In those relatively few schools where geography shares some facilities with other departments, the links are usually related either to fieldwork activities or to minor sharing, such as the use of audio-visual equipment held under mutual inventory.

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[1] In particular, R. C. Honeybone and M. Long, World Geography, Vol. 5 of Geography for Schools, ed. R. C. Honeybone (London: Heinemann, 1962).

[2] The most popular sixth form textbook is: F. J. Monkhouse, Principles of Physical Geography (6th ed.: London/New York: University of London Press/Philosophical Library, 1965).

41. Methodological approaches that more greatly imply interpretative or analytical work do not appear to be widely emphasized in the lower grades. Anthropocentric and aesthetic approaches are generally given minor roles in the middle and upper grades. About three quarters of the teachers allege that emphasis is given to "how people live" in their teaching lower grades, but only one fifth and one tenth, respectively, do likewise for the middle and upper grades.
42. The approach concerning "influences of the physical environment upon Man" apparently is emphasized by about one half of the teachers at each of the three major levels of instruction. None of the other seventeen approaches listed in the [Part Two] questionnaire [Question No. 6] receives, overall, more endorsing indications. Its corollary, "Man's influence upon the physical environment", evidently becomes more important sequentially through the form or grade levels. Relatively, "theories of spatial distribution" are given very little attention.
43. There is a tendency for approaches that have long standing in geographical literature to meet with a lesser proportional attention at all three major levels from shorter-serving teachers.
44. In comparison with teachers, academic geographers and geography educators appear generally to ascribe less importance to long-standing approaches that concern "a descriptive sequence of the physical and human characteristics of an area"; environmental influence; and the location of places.
45. Less experienced teachers generally appear to give less deference than do more experienced teachers to long-standing approaches.
46. Major reasons for choice of emphasized approach appear to be closely linked with the individually discerned nature of external examinations -- indicated by no less than seven eighths of the teachers -- and, to a lesser extent, linked with the teacher's own geographical viewpoint and his recognition of the need to adapt the work to student abilities and interests.
47. About two thirds of the teachers indicate that geography is "worthwhile for its own sake" with regard to each of the three major levels of instruction. None of the other nine possible functions listed in

the [Part Two] questionnaire [Question No. 7] receives a greater, or even the same, overall proportional endorsement. Conceptions of "fostering a sympathetic appreciation of others' difficulties and/or ways of life" and "promoting judicious thought about political and social conditions in the world" are next in the hierarchy of preference -- the latter being relatively much more marked with respect to the higher grades.

48. Three fifths of the teachers indicate that a function of geography in sixth forms is "allowing a suitable preparation for university geography studies", but negligible proportions do so with regard to the earlier levels. Generally, geography is seen neither to be a means of "encouraging good national citizenship" nor a means for "providing useful vocational skills".

49. With regard to possible functions of geography in secondary grammar and comprehensive schools, there is fairly close proportional agreement between the viewpoints of teachers, geography educators and academic geographers. The most noticeable difference is that, for each of the three major instructional levels, "enhancing the enjoyment of literature and/or travel" is endorsed less by academic geographers than by geography teachers or educators.

50. Proportions of between one third and one half of the teachers consider that geography in the secondary grammar school generally, in the sixth forms, and in the universities may be identified in Hartshornian terms of its being "an integrating science cutting through the pure and social sciences" (Figure 2). None of the other five categories listed in the [Part Two] questionnaire [Question No. 8] receives as much overall endorsing attention.

51. With regard to the relationships of geography as a subject or a discipline, there is close proportional agreement between the viewpoints of teachers, geography educators and academic geographers. In toto, these viewpoints suggest that the grammar school subject is generally seen to be one that is, or should be, similar in conceptual structure to the parent discipline, rather than to elementary school geography.

APPENDIX C

An Example of G.C.E. Advanced Level Examination in Geography: University of London: Summer 1970. Deleted for reproduction purposes.